

7-1-1958

An investigation into the preparation for the elementary principalship in the white public schools of Virginia having five or more teachers

Robert Donald Ford

Follow this and additional works at: <http://scholarship.richmond.edu/masters-theses>

Recommended Citation

Ford, Robert Donald, "An investigation into the preparation for the elementary principalship in the white public schools of Virginia having five or more teachers" (1958). *Master's Theses*. Paper 140.

This Thesis is brought to you for free and open access by the Student Research at UR Scholarship Repository. It has been accepted for inclusion in Master's Theses by an authorized administrator of UR Scholarship Repository. For more information, please contact scholarshipprepository@richmond.edu.

AN INVESTIGATION INTO THE PREPARATION FOR THE ELEMENTARY
PRINCIPALSHIP IN THE WHITE PUBLIC SCHOOLS OF
VIRGINIA HAVING FIVE OR MORE TEACHERS

A Thesis
Presented to
the Graduate Faculty of
The University of Richmond

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Robert Donald Ford

July 1958

LIBRARY
UNIVERSITY OF RICHMOND
VIRGINIA

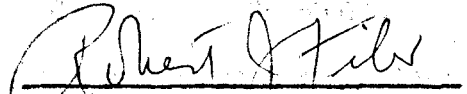
APPROVAL SHEET

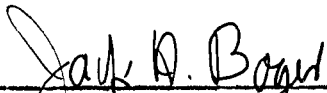
The undersigned, appointed by the Chairman of the Department of Education, have examined this thesis by

Robert Donald Ford, B. A.

candidate for the degree Master of Science in Education and hereby certify their approval of its acceptance.


Dr. O. Kenneth Campbell


Dr. Robert J. Filer


Dr. Jack H. Boger


Mr. W. Roland Galvin


Dr. Edward F. Overton, Chairman

Date: July 30, 1958

ACKNOWLEDGEMENTS

This study was written under the direction of Dr. Edward F. Overton, Professor of Education, and Dean of the Summer School, University of Richmond. The author wishes to express his appreciation to Dr. Overton for his guidance, and to Dr. Olen Kenneth Campbell, visiting lecturer in Education, for his support and helpful suggestions.

The author acknowledges, also, the help and encouragement given by members of the seminar during our winter meetings.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Presentation of the problem	1
Review of what has been done	1
Need for and contribution of the present study	3
The thesis	7
Procedure and technics	8
Brief summary of the findings	9
II. VOCATIONAL OBJECTIVES OF VIRGINIA'S ELEMENTARY	
PRINCIPALS	11
The questionnaire	11
The findings	12
Summary	16
III. PREPARATION BY ELEMENTARY PRINCIPALS FOR THEIR	
ROLES AS ADMINISTRATORS	17
Degrees held by principals	17
Pre-appointment experience	19
In-service training	21
Summary	24
IV. NEED FOR ESTABLISHING MINIMUM STANDARDS OF	
TRAINING AND EXPERIENCE	25
Recommendations of experienced principals in	
Virginia	25

CHAPTER

PAGE

Recommendations of the State Department of

 Education 28

 Summary 29

V. PRE-PROFESSIONAL TRAINING OF A CANDIDATE FOR THE

 ELEMENTARY PRINCIPALSHIP 30

 Type of individual 30

 Competencies needed 31

 College program 34

 The internship 36

 Summary 38

VI. SUMMARY AND CONCLUSIONS 40

 A brief summary of each point raised in statement

 of problem 40

 Vocational objectives of Virginia's elementary

 principals 40

 Preparation by elementary principals for their

 roles as administrators 41

 Need for establishing minimum standards of

 training and experience 42

 Pre-professional training of a candidate for

 the elementary principalship 43

 An evaluation of the thesis 44

CHAPTER	PAGE
Important conclusions	45
Recommendations for further research	45
BIBLIOGRAPHY	47
APPENDIX	51
Questionnaire sent to 40 school divisions	52
Letter accompanying questionnaire to 350	
elementary principals	53
Questionnaire sent to 350 elementary	
principals	54
Worksheet from committee meeting of State	
Department of Education	56
VITA	57

LIST OF TABLES

TABLE	PAGE
I. A Summary of 37 Superintendents' Replies as to the Type of Degree and Experience Required for Appointment to the Elementary Principalship	5
II. Vocational Objectives at Various Stages in the College Work of 297 Elementary School Principals	14
III. Number and Percentage of Men and Women Who Reported Either "No Objective" or Did Not Answer	15
IV. Number and Percentage of Men and Women Who Hold Each Type Degree	18
V. Pre-Appointment Experience of 297 Elementary School Principals	20
VI. Vocations Outside the Educational Field from Which 92 Elementary Principals Were Drawn	22
VII. Replies of 297 Elementary Principals as to Minimum Educational Requirements for the Principalship and Certification by the State	26
VIII. Replies of 297 Elementary Principals Indicating Minimum Experience for Appointment to a Principalship	27

CHAPTER I

INTRODUCTION

Presentation of the Problem

Much attention has been focused in recent years upon the growing demand for elementary teachers, and the subsequent shortage of qualified personnel. Co-existent with this shortage of trained teachers is the short supply of qualified, trained personnel to assume the unique role of leadership demanded of an elementary principal.¹

It is the author's belief that, amid all the hue and cry for "good teachers", not enough attention has been given the importance of obtaining good principals. This concern has led the author to ask, "Where do the persons who are appointed to the elementary principalship come from? What is their pre-appointment experience and preparation? What qualifications do they have for their roles of leadership?" An attempt to answer these questions, then, has led to the present study of the preparation for the elementary principalship in the white public schools of Virginia having five or more teachers.

Review of What Has Been Done in the Field

The lack of initial preparation for the elementary principalship, and what to do about it, has received considerable attention from research workers and educational theorists during the past thirty years.

¹ L. A. Berry, "The Vocational Careers of Elementary School Principals," The Elementary School Journal, 54:278, January, 1954.

In 1928 at least fifty per cent of supervising principals responding to a survey had no degree. This dropped to only four per cent in 1948.²

The number of elementary principals in the United States holding Masters' Degrees increased from fifteen per cent in 1928 to sixty four per cent in 1948.³

This steady rise in the number of degree-holding principals is due largely to two factors:

- (1) the increasing number of colleges and universities which offer programs specifically designed to prepare a person for the principalship, and
- (2) the effective work of the Department of Elementary School Principals, N.E.A., in promoting workshops and conferences on the preparation for the principalship.⁴

The desire to promote better preparation, both in training and in-service, among principals received real impetus in 1953 with the appointment of Dr. George Hayward, Assistant Superintendent of Schools, East Orange, New Jersey, as chairman of the committee on Preparation for the Principalship, Department of Elementary School Principals, N.E.A. Dr. Hayward has been responsible for four regional conferences during the past four years. The proceedings of these conferences have been published and are available from the Department of Elementary School Principals, N.E.A.

² John J. Forester, "Selecting and Training Elementary School Principals," The National Elementary Principal, 34:32, October, 1954.

³ Ibid., p. 33.

⁴ Ibid., p. 34.

Many articles dealing with the principal's preparation have been published in education journals during the past ten years.

In the state of Virginia, two works, one a master's thesis, and the other a doctoral dissertation, are closely related to the present study. The master's thesis, completed in 1955 in the graduate school of the University of Richmond, deals with standards of certification for elementary principals, and will be referred to later in this study.

The dissertation, "The Developmental Aspects of the Principalship," by Mr. Henry Sublett, has not yet been completed, but is being done for the graduate school at the University of Virginia.

Need for and Contribution of the Present Study

"To a considerable extent the leadership which is provided by principals and supervisors determines the quality of the total staff and the richness of the instructional program."⁵ It is necessary, therefore, on account of the expanding role of the principal, to attract to elementary administration the best possible candidates.

Some areas of the expanded role of the principalship are:⁶

- (1) curriculum modification and development
- (2) community leadership and activity

⁵ Evaluating the Elementary School, The Southern Association's Cooperative Study in Elementary Education, Atlanta, Georgia, 1951, p. 265.

⁶ Jay E. Greene, "Techniques and Methods in the Selection of Elementary School Principals," Education, 75:259, December, 1954.

(3) democratic leadership of personnel

(4) teacher training

At present, the Virginia Board of Education has no requirements for the elementary principalship. It matters not what the applicant's preparational or vocational background is, a Virginia school board may confirm the applicant's appointment. This is pointed up in Warren J. Winstead's unpublished master's thesis. His questionnaire to Virginia school superintendents revealed that twenty-five school divisions have no specific requirements for the elementary principalship, and sixty-four school divisions were satisfied that a Collegiate Professional Certificate, which is granted to any college graduate who has college credit for eighteen hours in Education, would provide adequate leadership for their schools.⁷

Since Mr. Winstead's study was done three years ago, the author has undertaken a limited survey of school superintendents to determine whether any new trends could be established. The results of this survey may be seen in Table I.

The survey was limited to the forty school divisions which a statistical report of the Virginia Education Association showed led the rest of the divisions in expenditure per pupil for education.⁸ The

⁷ Warren J. Winstead, "Standards for Certification of Elementary Principals in the State of Virginia," (an unpublished master's thesis, University of Richmond, July, 1955) p. 27.

⁸ Virginia Education Association, "Cost of Education Per Pupil in ADA," Research Bulletin No. 580, November, 1957.

TABLE I

A SUMMARY OF 37 SUPERINTENDENTS' REPLIES AS TO THE TYPE OF
DEGREE AND EXPERIENCE REQUIRED FOR APPOINTMENT
TO THE ELEMENTARY PRINCIPALSHIP

A. TYPE OF DEGREE	NUMBER OF DIVISIONS REQUIRING			
Master's Degree (no specific field)	10			
Master's Degree in Elementary Education	3			
Master's Degree (General Education)	10			
Bachelor's Degree	14			
Total	37			

B. EXPERIENCE AS A CLASSROOM TEACHER	NUMBER OF YEARS REQUIRED			
Level	one	two	three	four
Elementary only			15	
Elementary or Secondary			10	
Secondary			5	
Not Specified			7	
Total			37	

author does not suggest here that, because these forty school divisions spent more money for education than did other divisions, they always came off with the best personnel. It must be assumed, however, that when you pay more than the other person, you receive a higher quality, and, in most instances, this is true. It is a fact, for an example, that Arlington County, with a salary scale for teachers of \$4000-\$5200, finds it easier to fill positions with qualified teachers than does Chesterfield County, with a scale for teachers of \$3100-\$4300.

These forty divisions were chosen because the author felt that if effort toward improvement of the total educational picture were to be found, surely, it would be here. The survey reveals, however, that of thirty-seven replies, only three divisions (an increase of one over Mr. Winstead's report) require that the elementary principal have Elementary Education as his major field during graduate work. Further, of these top thirty-seven divisions, fourteen, or thirty-eight per cent, still require only a bachelor's degree.

In the area of teaching experience, only fifteen divisions require that the candidate for the elementary principalship have a minimum of three years of successful teaching in the elementary school! This is only forty per cent of these school divisions which represent the best efforts for education in the state of Virginia.

Such a comparison of figures cannot fail to reveal one very significant fact. Without the state's giving legal status to the elementary principalship through certification, the localities are very

reluctant to assume leadership in providing for truly qualified personnel in this important position.

This study further demonstrates the need for minimum requirements to be put into effect by the State Board of Education for the elementary principalship.

The Thesis

Today's principal is in a unique position to contribute to personal relationships in education. As community liaison officer, he may do much to develop good intra-community relations, so important at this time when schools are under constant surveillance. As principal, he may build a working climate which will do much to dispel the insecurities of beginning teachers, and cement the bonds of togetherness among the veteran teachers. As supervisor, he may generate a feeling of security, appreciation, and inspiration that will act as "in-service recruitment of teachers".⁹

These are the three major areas in which the elementary principal must deal. To be successful in all three areas requires a combination of personal qualities, training, and experience which are unique. Yet, in the state of Virginia, one-half of the principals who are now employed in our elementary schools with five or more teachers came into the principalship without training and without elementary school experience.

⁹ Florence J. Patterson, "Neglected Areas," The National Elementary Principal, 32:22-23, May, 1953.

To be really efficient, good workers require good guidance. Much of the lack of preparation for their jobs by elementary teachers could be overcome more quickly and efficiently if elementary principals were well trained for their roles as leaders. Too many school boards are concerned only with manning the post. As long as there are no requirements for the position, many school boards seem concerned only that someone be appointed. This seems to be a valid conclusion from the facts at hand. Virginia's elementary principals, in large numbers, were not equipped to meet successfully the demands of their jobs at the time of their appointments.

Procedure and Technique

As preparation for this study, the author first read extensively in the area of the principalship, since it was this area that held the greatest interest for him. It was not, however, until he was appointed to a committee to study the preparation for the principalship that the present study emerged.

In order to see more clearly the pattern which the report should logically follow, an outline was drawn up in rather general terms. This was later refined as the subject was delimited.

A questionnaire was sent to forty school superintendents asking them their divisions' requirements as to type of degree and experience for the elementary principalship. This was a limited questionnaire because of an earlier work, done three years ago, upon which the author drew for his comparisons.

A second questionnaire, upon which this report is based, was sent to every other white elementary school principal having five or more teachers in his school -- a total of 350 questionnaires. The answers from the 297 returned forms were tabulated and placed in appropriate table forms.

Having received a statistical picture of what exists now in Virginia's elementary schools, the investigator began a wide reading and compilation of desirable qualities and competencies needed by an elementary principal. All authorities agreed on some basic requirements, with a few variances. These competencies were compiled into a frequency table and included in the report.

The final investigative area to suggest itself was that of a program for a candidate for the elementary principalship. "Who should be principal? What should be his training?" These were the guiding questions in the preparation of this portion of the report.

Once these things had been done, the outline with chapter headings seemed to suggest itself.

Brief Summary of the Findings

The major findings of this report are:

- (1) A large number, nearly fifty per cent, of Virginia's elementary principals were appointed to their positions without having had previous elementary school experience.
- (2) Almost one of every three, or thirty-one per cent, had no previous experience in the field of education.

- (3) Only sixty per cent had decided by their senior years that they would become teachers.
- (4) Elementary principals have been appointed from forty-five diverse occupations.
- (5) Once appointed, Virginia's elementary principals have done well in preparing themselves through programs of in-service training.

CHAPTER II

VOCATIONAL OBJECTIVES OF VIRGINIA'S ELEMENTARY PRINCIPALS

The Questionnaire

A questionnaire was prepared with the following major objectives:

- (1) to determine the vocational objective of a specified number of Virginia's elementary principals from their freshman year in college throughout their graduate studies
- (2) to determine the pre-appointment experience of these same principals
- (3) to determine their areas of concentration in the field of education while doing graduate work
- (4) to determine their recommendations as to important areas of concentration for a candidate for a principalship
- (5) to determine their reactions to certification by the State Board of Education

The questionnaire was mailed to every other white elementary principal listed in the State Department of Education's Educational Directory for the School Year 1957-1958.¹⁰ This was a total of three hundred fifty questionnaires. Two hundred ninety-seven questionnaires, eighty-five per cent, were returned answered. Only white public schools having five or more teachers are involved in this study. Head teachers, therefore, are not included.

¹⁰ State Department of Education, Educational Directory for the School Year 1957-1958, Vol. XL, No. 3, Richmond, Virginia, October 1957.

One hundred ninety-two men and one hundred five women were surveyed. A good sampling of all situations has been obtained since the report covers one hundred sixteen principals in cities or towns, fifty-five in metropolitan areas, sixty in semi-rural areas, and sixty-six in rural areas.

The Findings

"What was your vocational objective when you were a freshman or sophomore in college?" To this question one hundred twenty-nine, or forty-three per cent of those replying, answered, "Teaching". This compares favorably with a study conducted in 1951 by L. A. Berry for a doctoral dissertation for the graduate school at the University of Texas.¹¹ In his study of 478 elementary principals in the states of Texas, Oklahoma, and Louisiana, Mr. Berry found that forty-six per cent of these principals had teaching as a vocational objective in their freshman or sophomore years of college.

While the figure of forty-three per cent seems high for the first two years of college, it must be remembered that teaching is predominantly a woman's profession. Since women comprised thirty-five per cent of the total who returned their forms, and since seventy-four per cent of these had chosen teaching, it follows that only fifty-one per cent of the men had selected teaching as their vocation during their first two college years. Men, it must be remembered, hold the majority

¹¹ Berry, op. cit., p. 280.

of elementary principalships.

The total percentage of those who had selected teaching as a vocation had risen to fifty-two by the junior year of college work, and to sixty at the senior year level. Only sixty per cent of Virginia's elementary principals had decided by their senior year in college that teaching was the field for which they were best fitted, and most desired to enter. This means that two of every five who now hold a principalship were not prepared to teach, let alone administer, when they entered the field of education. "Teaching", as used here, reports exactly what these people wrote on their questionnaires. It is possible, of course, that some who wrote "teaching" had other areas of school work in mind.

In the breakdown between men and women who had chosen teaching in their senior years, we find that eighty per cent of the women and fifty-four per cent of the men had elected to teach.

Compared with this study's sixty per cent, Berry found sixty-nine per cent who, by their senior years, had decided upon teaching.¹² This difference can be attributed to methods of selection for the survey. Since Berry's report was done over a three-state area, he confined his sampling to a selected group.

A further study of Tables II and III reveals the rather disconcerting fact that only two per cent of the principals had chosen the

¹² Berry, loc. cit.

TABLE II

VOCATIONAL OBJECTIVES AT VARIOUS STAGES IN THE COLLEGE
 WORK OF 297 ELEMENTARY SCHOOL PRINCIPALS

OBJECTIVE	YEAR IN COLLEGE			
	Freshman & Sophomore	Junior	Senior	Graduate
Accounting	1	1	1	-
Agriculture	3	2	5	-
Airline Hostess	1	-	-	-
Architecture	-	2	2	-
Banking	-	1	1	-
Business Administration	11	12	12	-
Chemist	-	-	-	1
Coaching Athletics	5	10	8	-
College Instructor	-	-	-	1
Commercial Art	1	-	-	-
Dentistry	1	-	-	-
Dramatics	1	1	1	-
Education	-	1	4	18
Elementary Principal	3	5	7	18
English	1	1	-	-
Engineering	7	4	2	-
Forestry	-	-	1	-
High School Principal	1	1	1	-
Home Economics Teacher	2	1	1	-
Interpreter	-	1	-	-
Journalism	2	-	-	-
Law	11	7	4	-
Medicine	10	7	5	-
Military Service	-	-	1	-
Ministry	11	7	4	-
Music Teacher	1	1	1	-
Nursing	2	1	1	-
Personnel Administration	1	1	2	-
Pharmacist	1	-	-	-
Physical Education	-	-	-	3
Physicist	2	2	2	-
School Administration	5	4	6	78
Science	2	-	-	-
Secretary	-	-	1	-
Social Work	-	-	1	-
Speech Therapy	-	-	-	1
Teaching	129	148	170	75
Vocational-Agriculture	3	3	3	-
No Objective	64	58	34	-
No Answer	15	15	15	-
Totals	297	297	297	195

TABLE III

NUMBER AND PERCENTAGE OF MEN AND WOMEN WHO REPORTED
EITHER NO OBJECTIVE OR DID NOT ANSWER

	YEAR IN COLLEGE					
	Freshman or Sophomore		Junior		Senior	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
NO OBJECTIVE						
192 Men	43	22	43	22	24	12
105 Women	21	20	15	14	10	9
297 TOTALS	64	22	58	20	34	11
NO ANSWER						
192 Men	8	4	8	4	8	4
105 Women	7	6	7	6	7	6
297 TOTALS	15	5	15	5	15	5

specific field of the elementary principalship by their senior years in college. Even after these people had begun graduate studies, however, ninety-one per cent still had not chosen the elementary principalship as their objective.

Of the 195 principals who indicated work beyond the bachelor's degree, seventy-five, or thirty-eight per cent, had chosen teaching as their vocation. There were eighteen who had chosen the field of education, no specific category; and in the area of school administration, seventy-eight principals, forty per cent, had chosen this as their objective. Finally, from the figures in Table III, it is apparent that an alarmingly large number, sixteen per cent, of the elementary principals drifted into the educational field by accident since they had no vocational objectives by their senior years in college.

Summary

This survey of 297 elementary principals revealed that only two per cent of them had selected the elementary principalship as their objective in their senior year in college. Only fifty-seven per cent had even selected teaching as their objective, while another ten per cent had selected some other category in the field of education. This indicates, then, that one of every three principals who participated in the study had not considered the field of education as a vocational objective when they were seniors in college.

CHAPTER III

PREPARATION BY ELEMENTARY PRINCIPALS FOR THEIR ROLES AS ADMINISTRATORS

Degrees Held by Principals

This study of 297 elementary principals in the state of Virginia revealed that 281 of them held college degrees. This is ninety-five per cent of those who participated in the survey.

Table IV shows the breakdown between men and women and the number who hold each degree. It will be noted that the men have a definite edge in the percentage of them who prepare themselves through graduate study.

There were four men and twelve women who at the time of this study held no degree, but five of these, two men and three women, reported college work leading to a bachelor's degree. This total of sixteen who held no degree, or five per cent of the total, is slightly above the national average of four per cent.¹³

A definite trend toward more men in the elementary principalship is reflected in the percentages for the bachelor's and the master's degrees. Only twenty-four per cent of the men held a bachelor's degree, as compared with thirty-nine per cent for the women, but seventy-one per cent of the men held a master's degree, compared with fifty per cent of the women. Of the forty-six men who held a bachelor's degree,

¹³ Forester, loc. cit.

TABLE IV

NUMBER AND PERCENTAGE OF MEN AND WOMEN
WHO HOLD EACH TYPE DEGREE

	NO DEGREE		BACHELOR'S		MASTER'S		DOCTOR'S	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
192 Men	4	2	46	24	137	71	5	3
105 Women	12	11	40	39	53	50	0	0
297 Totals	16	5	86	29	190	64	5	2

twelve, or more than one-third, reported graduate work leading to a master's degree. Only three of the forty women reported any graduate work. Also, a study of the replies to the questionnaire (not shown in the tables) reveals that of the principals with less than five years experience four out of five are men.

Pre-appointment Experience

Virginia's elementary principals have been drawn into the principalship from a variety of vocations outside the educational field. Table V shows the pre-appointment experiences of the 297 principals who answered the questionnaire. There were ninety-two, or thirty-one per cent of the total, who had had no previous experience in the field of education. To the number without previous experience in education could be added the fifty-two principals who came to the elementary principalship directly from teaching in the high school. This means that forty-five per cent of Virginia's elementary principals were appointed to the principalship without previous elementary experience.

The number of principals, one hundred ten, who were appointed from positions of teaching in the elementary school is quite revealing. Since eighty per cent of the women had selected teaching as their career, this means that eighty-four of these one hundred ten principals are women, and only twenty-six are men.¹⁴ In other words, of those who had had elementary experience prior to appointment as principals, the women

¹⁴ Supra, p. 12.

TABLE V

PRE-APPOINTMENT EXPERIENCE OF 297 ELEMENTARY SCHOOL PRINCIPALS

PREVIOUS EXPERIENCE	NUMBER OF PRINCIPALS
No Previous Position in the Field of Education	92
Elementary School Teaching	110
High School Teaching	52
Other School Administrative Position	29
No Answer	14
Total	297

were in a large majority.

Table VI shows the vocations outside the educational field from which the ninety-two principals who reported no previous experience in the educational field were drawn.

The largest single group, sixteen, were salesmen of various products and services prior to their appointment to an elementary principalship.

The next largest group, nine, came from the Armed Services. All of these men, however, were officers in one of the branches of our nation's defense force, and were not simply ex-servicemen without any training in leadership.

After the Armed Services group, there is no other large group, the ex-ministers being only five in number.

These ninety-two principals, however, represent forty-five different vocations from which they entered the principalship. This represents thirty-one per cent, almost one in every three, of the total number of principals surveyed. It represents, too, a serious lack of leadership on the part of these principals until there was time for in-service training.

In-Service Training

In an attempt to determine what principals, who were already on the job, had done to prepare themselves for their responsible roles as leaders, the investigator made the following request on his questionnaire:

TABLE VI

VOCATIONS OUTSIDE THE EDUCATIONAL FIELD FROM WHICH
92 ELEMENTARY PRINCIPALS WERE DRAWN

PREVIOUS VOCATION	NUMBER OF PRINCIPALS
Aircraft Inspectors	3
Airline Trainee	1
Armed Services	9
Assistant in Research Laboratory	1
Assistant Treasurer for a Chain Stores	1
Bank Cashier	3
Bookkeepers	4
Branch Manager - Business Office	1
Clerical Workers	6
Engineering	2
Farm Manager	2
Field Executive - Boy Scouts of America	1
Government Supervisor	1
Guide in Virginia Caverns	1
Hospital Administration	1
Industrial Worker	2
Junior Research Chemist	1
Machinist	1
Manager of Feed Mill	1
Meteorologist	1
Millinery Clerk	1
Ministers	5
Personnel Administration	2
Photographer	1
Postmaster	1
Post Office Clerk	2
Private Secretary	2
Probation Officer - Juvenile Court	1
Production Supervisor	1
Radar Technician	1
Railway Worker	1
Recreation Director for Small Town	3
Restaurant Manager	1
Salesmen	16
Sanitation Officer	1
Sheet Metal Worker	1
Silk Mill Operator	1
Social Worker	1
Steel Mill Worker	1
Superintendent of Children's Home	1
Superintendent of Mirror Factory	1
Superintendent of Public Welfare	1
Supervisor - Shipping Department	1
Switchboard Operator	1
Y. M. C. A. Boy's Secretary	1
Total	92

"If you have taken courses that fall within the following areas as preparation for the principalship, please check these listed below:

Supervision and Administration of the Elementary School

Curriculum in the Elementary School

Selection and Use of Instructional Materials

School and Community Relations

Human Growth and Development".¹⁵

The results of this survey are as follows:

Two hundred thirty-three, or seventy-eight per cent, of the 297 principals surveyed had taken courses in Supervision and Administration in the Elementary School.

Two hundred twenty, or seventy-four per cent, had taken courses in the Curriculum in the Elementary School.

One hundred eighty-one, or sixty per cent, had taken courses in Selection and Use of Instructional Materials.

Two hundred nine, or seventy per cent, had taken courses in School and Community Relations.

Two hundred forty-one, or eighty-one per cent, had taken courses in Human Growth and Development.

¹⁵ These areas were listed because they were the ones which a committee of elementary principals, of which the investigator was one, and State Department of Education personnel, Miss Elizabeth Henson, chairman, drew up and recommended in its report to the State Board of Education, January 6, 1958. It is to be emphasized, however, that these, if adopted by the Board, are still recommendations and not requirements. The worksheet from this committee will be found in Appendix A.

While the investigator did not pinpoint at what stage in their education these principals were enrolled in the courses listed above, enough data is at hand in Table II to support the belief that, once appointed, the elementary principal in Virginia embarks upon a program of in-service training designed to make him competent in his field.

Summary

Virginia's elementary principals stand only slightly below the national average in the per cent who have college degrees. This study revealed, however, that elementary principals in Virginia were appointed to their positions without having had either educational preparation or elementary school experience. Almost one-half of the principals surveyed were unprepared for the principalship when appointed.

There is evidence in the study, however, to support the belief that the principals, following their appointments, have engaged extensively in in-service preparation.

CHAPTER IV

NEED FOR ESTABLISHING MINIMUM STANDARDS OF TRAINING AND EXPERIENCE

Recommendations of Experienced Principals in Virginia

The two hundred ninety-seven elementary principals who participated in this study were overwhelmingly in favor of the State Board of Education's declaring minimum standards of training and experience for the elementary principalship.

Table VII shows the results of a survey of the Principals' opinions concerning the minimum educational requirement for appointment to the principalship, and whether they favor certification by the state. Of the 286 who answered the question, "In your opinion, what should be the minimum educational requirement for the principalship?", two hundred replied by checking "masters' degree". This is sixty-nine per cent of the total surveyed.

It was interesting to note that of the three replies indicating "no requirements", two came from principals who had degrees themselves. Of the other fifteen who had no degree, nine indicated the bachelor's degree, and six thought the master's degree should be the minimum requirement.

Table VIII shows the replies of these principals with regard to a minimum of experience that they feel is necessary for appointment to the principalship. One out of every two felt that three years'

TABLE VII
 REPLY

REPLIES OF 297 ELEMENTARY PRINCIPALS AS TO MINIMUM
 EDUCATIONAL REQUIREMENTS FOR THE PRINCIPALSHIP
 AND CERTIFICATION BY THE STATE

A. TYPE OF DEGREE	NUMBER OF REPLIES	PER CENT
No Degree	3	1
Bachelor's	83	27
Master's	200	69
No Answer	11	3
Total	297	100

B. Do you favor certification by the state for the elementary principalship?

REPLIES	NUMBER OF PRINCIPALS	PER CENT
Yes	265	90
No	16	5
No Answer	16	5
Total	297	100

TABLE VIII

REPLIES OF 297 ELEMENTARY PRINCIPALS INDICATING MINIMUM
EXPERIENCE FOR APPOINTMENT TO A PRINCIPALSHIP

TYPE OF EXPERIENCE	NUMBER		PER CENT
	OF YEARS	NUMBER OF PRINCIPALS	
Elementary Teaching Only	3	145	49
Elementary Teaching Only	2	12	4
Elementary and/or High School Teaching	1	5	1
High School Teaching Only	1	9	3
High School Teaching Only	3	37	12
Any of the Above in Addition to Some Type of Internship	1	23	8
No Experience Necessary		3	1
No Answer		63	22
Totals		297	100

successful teaching experience in the elementary school was necessary. Of the remaining one-half, over fifty per cent felt that some type of teaching experience was necessary.

These findings are highly significant in view of the fact that over one-half of the principals who have recommended these minimum of experience and training, did not have these requirements when they were appointed. In other words, they have come to the realization, through experience, that in order to meet the challenge of the elementary principalship a person must meet certain requirements. It is the concensus of these experienced elementary principals that the requirements should be a master's degree and at least three years of teaching, preferably in the elementary school.

Recommendations of the State Department of Education

The State Department of Education, after a committee composed of elementary principals and State Department members had worked out the details, presented the following recommendations to the State Board of Education in January, 1958.¹⁶

1. A person approved for a principalship in the elementary school should hold a Postgraduate Professional Certificate endorsed for teaching in the elementary grades.
2. His work at graduate level shall have included a minimum of 18 semester hours in the 5 areas listed:
 - a. Supervision and administration of the elementary school

¹⁶ Supra, p. 23.

- b. The curriculum in the elementary school
 - c. Selection and use of instructional materials
 - d. School and community relations
 - e. Human growth and development
3. The candidate shall have demonstrated ability to work effectively with children and adults and to command respect and give leadership to the staff and community groups.
 4. The candidate shall present evidence of good mental and physical health.
 5. Candidates for elementary principalship shall have had a minimum of three years of successful classroom teaching in the public elementary school.

Summary

There is a growing awareness among State Department personnel of the need for minimum standards for the elementary principalship. The principals, too, recognize this need and have so expressed their views in this report. It remains, therefore, for need to be converted into action. It is hoped that this report may be instrumental in bringing about action by the Department of Elementary Principals, Virginia Education Association, to the end that the State Board of Education may be informed of the need for certification of elementary principals.

CHAPTER V

PRE-PROFESSIONAL TRAINING OF A CANDIDATE FOR THE ELEMENTARY PRINCIPALSHIP

Type of Individual

Is it possible to predict that an undergraduate in college, or even a high school senior, will be successful as an elementary school administrator? How, if this is possible, can these people be best trained to take their places as elementary principals? The answers to these questions must lie at the heart of any program at the college level designed to train persons for leadership in the elementary field.

Before the above questions are answered, however, we should consider the question, "Who shall be a principal?" What type of individual is best suited for the role of elementary principal? The search for potential administrators should begin in high school. High school teachers, principals, and counselors should spot these young people and attempt to guide them into preparing themselves to be elementary administrators.¹⁷

The experiences which build the best of elementary principals are never fully or completely planned. "The principal brings to his position the integrated total of the effect on him of his experiences

¹⁷ Robert Romans, "Eight Planks of Elementary Principalship," The School Executive, 77:72, September, 1957.

and training."¹⁸ Thus, the individual we seek is one whose earliest experiences were free of overprotectiveness; who found love and affection, and the encouragement of initiative, resourcefulness, and perseverance as a part of his daily contact with the adult world.¹⁹

Throughout the individual's schooling, there should be a record of leadership opportunities, a record of participation in sports, speaking before school and adult groups, and a mastery of the basic skills of communication. In short, the individual we seek to guide into the administration of the elementary school is one who is active, healthy in mind and body, and an outgoing type of person. We seek, in fact, the same type person that industry seeks to fill its managerial posts.²⁰

Competencies Needed

The principal, unlike his counterpart in industry, daily finds himself involved in four major areas of operation.²¹ These are:

- (1) the instructional program
- (2) personnel supervision, teacher in-service training, and procurement of instructional materials

¹⁸ George Hayward, "The Preparation We Need," The National Elementary Principal, 32:10, May, 1953.

¹⁹ Loc. cit.

²⁰ Fritz C. Borgeson, "Preparing Principals for Leadership," The National Elementary Principal, 34:15, April, 1954.

²¹ Anthony Marinaccio, "On the Job Training," The National Elementary Principal, 32:19, May, 1953.

- (3) relations with and involvement of the community in the development of the school and in policy making
- (4) the general administrative and organizational details for carrying on the first three categories

Each of the above categories calls for competencies which the principal must command if he is to succeed. The degree of competency which the principal displays in meeting each of these situations will determine his success.

Educators, administrators, and principals are agreed, basically, on what competencies a principal should possess. These essentials have been listed in textbooks, education journals, and reports from national and regional meetings of elementary principals. The language differs from one author to the next, but the meaning is similar. From these several sources, then, the investigator has compiled a list of competencies which seem to encompass all areas of the principalship.

- (1) The elementary principal must possess educational insight. He must be able to interpret cultural, social, and economic trends in the light of his school program and adjust when necessary.²²
- (2) He must possess a basic friendliness which he is able to communicate to those with whom he comes in contact -- children, school personnel, lay people.²³

²² Ellwood P. Cubberley, The Principal and His School (Cambridge: Houghton Mifflin Company, 1923), p. 34.

²³ Romans, op. cit., p. 73.

- (3) He must be a dynamic leader. The elementary administrator needs to become proficient in stimulating, releasing, and coordinating the efforts of individuals and groups.²⁴
- (4) The principal must be competent in his application of the principles of growth and development. Knowledge of human behavior and development is used by a principal as he plans learning experiences for children.²⁵
- (5) He needs to demonstrate proficiency in developing a philosophy of education. A good principal must consistently improve in his ability to make value judgments.²⁶
- (6) He must achieve and guide skillfully lay participation in school affairs. The principal must interpret the school program to the community so as to invite maximum participation.²⁷
- (7) The principal must be a master teacher with a thorough understanding of the basic methods of teaching in all the elementary fields.²⁸

There are other competencies which could be added to the list, but these that have been listed here, it is felt, will serve to provide concentration within the framework of the four categories of the principalship outlined above.

²⁴ Romans, loc. cit.

²⁵ National Education Association, Department of Elementary School Principals, Summary of the Southwest Regional Conference on Preparation for the Principalship, Oklahoma City, April, 1956.

²⁶ Loc. cit.

²⁷ Loc. cit.

²⁸ Cubberley, op. cit., p. 32.

It will be recognized, also, from this list of competencies that the emphasis on the job of the elementary principal is changing. Whereas the principal was at one time a teacher, his time is now being spent in supervision and administration. The elementary principal stands ready to achieve a higher status in Virginia than he has formerly enjoyed. To secure this new status will require a better qualified, better trained person to be appointed to the principalship.

College Program

In attempting to suggest a college program for the potential principal, the investigator realizes he enters ground which still needs much investigation. There will, therefore, be no attempt at suggesting courses which an individual should follow, but, rather, to suggest areas of concentration, and the type of course these areas might form.

Robert C. Wright, writing in The School Executive, surveyed the field of school administrators and chose ten of the outstanding men in the nation. He then asked them what educational background experiences proved to be of most benefit to them. "They all agreed," reported Mr. Wright, "That the best educational background for school administration is a liberal arts education with wide study in the humanities."²⁹ The investigator subscribes wholeheartedly to this theory. A principal must have many facets if he is to provide community leadership while

²⁹ Robert C. Wright, "What Makes a Leader?" The School Executive, 77:69, October, 1957.

administering his school. A liberal arts background can best prepare him for his role.

It is suggested, then, that the future principal enroll in a liberal arts program in a university which offers a graduate program leading to a master's degree in elementary administration. As an undergraduate the candidate should major in one of the social sciences, or a language perhaps, with a minor in elementary education. It is essential that the candidate be prepared to teach in the elementary school upon completion of his four years of undergraduate work. All professional groups of principals and educators now recommend, and in most instances demand, that a person have successful elementary teaching as one prerequisite to the principalship. It is best to obtain this first hand look at the elementary school, through teaching, before enrolling in a graduate school to prepare for the principalship. It is further suggested that the total time spent in the elementary school as a teacher shall be a minimum of three years.

In graduate school the candidate should have courses in the following areas:³⁰

- (1) Supervision and Administration of the Elementary School
- (2) School-community Relations
- (3) Human Growth and Development
- (4) Selection and Use of Instructional Materials

³⁰ Supra, p. 23.

(5) Elementary School Curriculum

These course areas are to be considered as a minimum requirement. It is not to be suggested, however, that mastery in these areas will, of itself, guarantee success in the principalship. A sadly neglected area of most programs for preparation of principals is the "training in leadership" aspect of the principalship.³¹ The principal is, above all else, a leader of individuals and groups. To train him in the theory and technics of his job and then to have him fall short in knowledge and ability to lead is to impede educational progress.³² Courses that will give the candidate desired skills in this vital aspect of the principalship must be included in any graduate program. Whatever the individual courses within a graduate program may be, and these are for the schools of education to decide, a trainee for the principalship should, upon completion of his graduate studies leading to a master's degree, feel secure in the knowledge that he has attained skills which will enable him to fill the unique role of leadership that the elementary principalship demands.

The Internship

There were only three school divisions in the state of Virginia which, at the time of this study, required that a person serve an

³¹ J. Harlan Shores, "Schools of Education Provide," The National Elementary Principal, 32:14, May, 1953.

³² Loc. cit.

internship before being appointed principal.³³ The internship is, nevertheless, the most promising new plan in training prospective school administrators.³⁴ Since the intern plan has become popular since 1947, it is fairly new; yet, it was first introduced at New York University in 1933.³⁵

The internship can be a very valuable experience for the prospective principal, but it must be undertaken only after careful planning. Internships are being explored, and several colleges in the Middle Atlantic area have adopted them on an experimental basis, but more research is needed in this area.

Clifford P. Hooker, Professor of Education at the University of Pittsburgh, cites these objectives of the internship:³⁶

- (1) To develop a broader, more comprehensive view of educational administration
- (2) To provide the intern with the experience of carrying real administrative responsibility
- (3) To develop skills in the technics of leadership
- (4) To help the intern translate good theory into practice
- (5) To help the intern determine the personal qualities that make a successful administrator

³³ Supra, p. 4.

³⁴ Forester, op. cit., p. 33.

³⁵ Borgeson, op. cit., p. 14.

³⁶ Borgeson, op. cit., p. 16.

- (6) To stimulate professional growth on the part of the sponsoring administrator
- (7) To make available to the administrator the consultant services of staff members of the training institutions
- (8) To help the administrator identify administrative ability on his own staff
- (9) To help administrators select administrative personnel from outside their own staffs

The internship plan seems to offer the best solution to the problem of determining who can administer. It is recommended here that the prospective principal must intern for one year before appointment to the principalship. This may be done as part of his graduate program, or it may be done at some later date.

It is, indeed, time that the principalship should be looked upon as a profession in its own right, and not as a reward for faithful service as a teacher. The internship offers a very good approach to upgrading the profession.

Summary

The elementary principal, in order to provide the leadership envisioned by educational leaders and professional groups, must be a person whose greatest asset is the ability to work with people to the end that desired educational goals will be achieved. This ability requires the development of skills in the areas of human growth and development, interpretation of trends in society, and in the dynamics

of the group process. To help develop these skills in a trainee for the principalship, it is suggested that the internship plan offers the most hope.

CHAPTER VI

SUMMARY AND CONCLUSIONS

This investigation has been concerned with the preparation that elementary principals have brought to their positions, and with the preparation that an individual needs who has chosen the principalship as his vocation.

The procedure for this study has been to report the findings of a questionnaire which the investigator sent to every other white elementary principal in the state of Virginia having five or more teachers, a total of 350 questionnaires, and to describe the desired training and competencies, taken from literature of the field, needed by a prospective elementary principal.

A BRIEF SUMMARY OF EACH POINT RAISED IN THE STATEMENT OF THE PROBLEM

Vocational Objectives of Virginia's Elementary Principals

The elementary principals in the state of Virginia have, as a group, been appointed to their positions without the preparation necessary for the principalship. Of the 192 men and 105 women that this report surveyed, only 129 had entered college with the definite goal of preparing themselves to teach. This was about one out of every four men, and three out of every four women. As freshmen or sophomores, only three principals reported that their objective was

the elementary principalship. Only five had selected school administration.

Law, medicine, the ministry, and business administration were the professions chosen by forty-three principals in their first two years of college. A point of real interest, however, is the fact that sixty-four principals, about one in every five, had no objective upon entering college.

At the senior year level, 170 principals, or 57 per cent, had decided to teach; seven had chosen the elementary principalship; and six had selected school administration. In short, at the time of their senior year in college, 201 principals, 69 per cent, had chosen some aspect of the field of education; but, conversely, nearly one in every three still had not decided upon even the broad field of education!

The picture brightens somewhat at the graduate level. Of the 195 principals who had had graduate work, one-half of them had taken their work in school administration, and the others, with the exception of two, had had their work in the field of education.

Preparation by Elementary Principals for Their Roles as Administrators

Virginia's elementary principals have done well in preparing themselves for their roles by a program of in-service training. Ninety-five per cent of the principals surveyed were degree holders. Bachelor degree holders accounted for 29 per cent of the total, master degree holders totaled 64 per cent, and the holders of a doctor's degree were

2 per cent of the total of 297 principals surveyed. These figures merely point up the fact that the principals have sought to prepare themselves after they were appointed.

The above statement is bolstered by the findings of a survey which revealed that 92 principals, one of every three, had had no previous experience in the field of education. The report also revealed that 52 principals came to the principalship directly from teaching in high school. This means that 45 per cent of the elementary principals had no previous elementary experience.

Finally, the report showed that elementary principals were drawn from 45 different vocations outside the educational field. The largest single group, sixteen, were salesmen.

Many of the principals, three in every four, have taken college graduate courses which are recognized by the State Department of Education as a minimum requirement for the elementary principalship.

Need for Establishing Minimum Standards of Training and Experience

The very fact that nearly one of every two elementary principals surveyed was not prepared for the principalship, either through the lack of training, or the lack of experience in the elementary school, established the need for standards to be set by the State Department of Education, working with the principals' professional organization, the Department of Elementary School Principals, V.E.A. To bolster this assertion, however, the report indicated that a majority of the

principals favored certification by the state, even those who themselves were not trained for the job when they were appointed. The report also showed that the State Department of Education has shown an increased awareness of the need for certification of the elementary principal.

Pre-Professional Training of a Candidate for the Elementary Principalship

The report indicated that the type of individual sought by the profession is one whose greatest asset is the ability to get along with people. This, of course, must be accompanied by a background of experiences which show a balanced personality. The prospective principal must be a person of good character, of wholesome attitudes, and he must be capable of becoming a leader.

The elementary principalship has undergone great change in the past twenty-five years. Whereas he was once thought to be primarily a master teacher, the principal today is considered to be a supervisor, administrator, and community leader. The investigation revealed that outstanding educators and professional groups have thought that the elementary principal must acquire certain competencies if he is to be successful. These competencies deal principally with the ability to apply the technics of leadership in a democratic society.

The report recommended that the college program for a prospective elementary principal be taken in a liberal arts college with a minor in Education. Upon graduation with a bachelor's degree, the

trainee should seek to teach in an elementary school for three years before enrolling in a graduate school. The graduate program should seek not only to give mastery in the theory and technics of the principalship, but to train the future principals in the leadership aspect of the principalship.

The internship plan seemed to offer the best means of providing the experiences needed by the prospective principal prior to being appointed to a principalship. The advantages of the internship are reciprocal in nature in that the intern's fitness can be more accurately evaluated, and the sponsoring administrator has the services of the university at his disposal.

An Evaluation of the Thesis

The data obtained from the questionnaire were very significant and most revealing of the lack of preparation of Virginia's elementary principals upon appointment to their positions. It is felt that the report in this area will have real meaning when it is presented to the Department of Elementary Principals, V.E.A., and that the report will be a means of showing the need for action by the State Board of Education upon the issue of certification for the elementary principalship.

It is recognized, however, that the attempt to outline a college program for a prospective principal has necessarily been along general lines only. This is the area of the report which requires further

research.

Important Conclusions

The important conclusions reached in this report were:

- (1) Nearly one-half of Virginia's elementary principals were poorly prepared for their appointment to the principalship.
- (2) Once appointed, Virginia's elementary principals engaged extensively in in-service programs at the graduate level to help them meet the situation they were already confronted with.
- (3) The elementary principalship is attracting more men than ever before because (a) there are more principalships available than ever before, and (b) the gradual upgrading of the profession, and the subsequent raise in salary, has attracted more men.
- (4) There is definite, urgent need for certification of the elementary principalship in the state of Virginia.
- (5) The prospective elementary principal can best prepare himself for his role by (a) a liberal arts education, with preparation for elementary teaching; (b) teaching for three years in an elementary school; (c) enrolling in a graduate program leading to a Master of Education Degree; and (d) interning for one year under the supervision of a capable, experienced principal.

Recommendations for Further Research

Further research is needed in the areas of the college program for the prospective principal and the internship. These questions need to be more fully explored:

What should be the instructional practices in courses designed to prepare elementary principals?

To what extent are cultural experiences lacking in the preparatory program for the principalship?

What shall be the responsibility of college guidance in the preparatory program for the principalship?

What kinds of experiences should be provided for the intern? How much responsibility should he be given?

Should the intern be paid a salary? If so, how much in relation to the teacher and the principal?

What can be done for the potential principal who is now a full time teacher?

There are other questions which might be raised as a result of this study. It is hoped, however, that those cited above will open new avenues of approach to the preparation for the elementary principalship.

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

Cubberley, Ellwood P., The Principal and His School. Boston: Houghton Mifflin Company, 1923. 571 pp.

Dougherty, James Henry, Frank Herman Gorman, and Claude Anderson Phillips, Elementary School Organization and Management. New York: The Macmillan Company, 1950. 369 pp.

Elementary School Principalship - Today and Tomorrow. National Education Association, Department of Elementary School Principals, The 27th Yearbook of The National Elementary Principal. Vol. 28, No. 1, September, 1948. 310 pp.

Elsbree, Willard S., and Harold J. McNally, Elementary School Administration and Supervision. New York: American Book Company, 1951. 446 pp.

Evaluating The Elementary School. Southern Association's Cooperative Study in Elementary Education. Atlanta: 1951. p. 265.

Kyte, George C., The Principal at Work. New York: Ginn and Company, 1952. 530 pp.

Lane, Robert Hill, The Principal in the Modern Elementary School. Boston: Houghton Mifflin Company, 1944. 313 pp.

Mort, Paul R., Principles of School Administration. New York: McGraw-Hill Company, 1946. Chapter I.

Organizing the Elementary School for Living and Learning. Association for Supervision and Curriculum Development, Washington: 1947, Chapter III.

Otto, Henry J., Elementary School Organization and Administration. New York: Appleton-Century-Crofts Inc., 1944. 571 pp.

Shane, Harold Gray, The American Elementary School. New York: Harper Brothers, 1953. 434 pp.

Shane, Harold G., and Wilbur A. Gauch, Creative School Administration. New York: Henry Holt Company, 1954. Chapter I.

PERIODICALS

- Berry, L. A., "The Vocational Careers of Elementary School Principals," The Elementary School Journal, 54:278-284, January, 1954.
- Borgeson, Fritz C., "Preparing Principals for Leadership," The National Elementary Principal, 34:14-16, April, 1954.
- Forester, John J., "Selecting and Training Elementary School Principals," The National Elementary Principal, 34:32-35, October, 1954.
- Greene, Jay E., "Techniques and Methods in the Selection of Elementary School Principals," Education, 75:259-263, December, 1954.
- Hayward, W. George, "The Preparation We Need," The National Elementary Principal, 32:10-12, May, 1953.
- Marinaccio, Anthony, "On the Job Training," The National Elementary Principal, 32:19-21, May, 1953.
- McCune, Mary A., "Who Is a Good Principal?" The National Elementary Principal, 32:6-9, May, 1953.
- Newell, Clarence, "Interns Practice Administration," The School Executive, 75:86, March, 1955.
- Patteson, Florence J., "Neglected Areas," The National Elementary Principal, 32:22-23, May, 1953.
- Romans, Robert, "Eight Planks of Elementary Principalship," The School Executive, 77:72-73, September, 1957.
- Shores, J. Harlan, "Schools of Education Provide," The National Elementary Principal, 32:13-18, May, 1953.
- Virginia Education Association, "Cost of Education Per Pupil in ADA," Research Bulletin No. 580, November, 1957.
- Wright, Robert C., "What Makes a Leader?" The School Executive, 77:69, October, 1957.

UNPUBLISHED MATERIALS

- Winstead, Warren Judson, "Certification of Elementary Principals: A Comparative Study," unpublished Master's Thesis, The University of Richmond, Richmond, Virginia, July, 1955, 48 pp.

Summary, Regional Conference of the Department of Elementary School Principals, N.E.A., Middle Atlantic Area, "Preparation for the Principalship," Philadelphia, Pennsylvania, May 2-3, 1957.

Summary, Regional Conference of the Department of Elementary School Principals, N.E.A., Southeastern Area, "Preparation for the Principalship," Nashville, Tennessee, February 3-4, 1956.

Summary, Regional Conference of the Department of Elementary School Principals, N.E.A., Southwestern Area, "Preparation for the Principalship," Oklahoma City, Oklahoma, April 10-11, 1956.

Summary, Regional Conference of the Department of Elementary School Principals, N.E.A., Pacific Northwest Area, "Preparation for the Principalship," Seattle, Washington, April 3, 1956.

APPENDIX

As Chairman of the Status Committee for Elementary Principals of the VRA, I would appreciate the following information:*

1. What requirements, if any, do you have for full time Elementary Principals who do no regular Classroom teaching?
 - a. Master's degree in Elementary and Secondary Administration? _____

 - b. Master's degree only _____

 - c. Master's degree in Elementary Administration only.

 - d. Bachelor's degree only. _____

 - e. 5 years experience as Classroom teacher in
(1) Elementary School (2) Secondary School
(3) Both _____

 - f. 3 years experience or less in either Elementary or
Secondary Schools _____

Do you have an apprentice system whereby the candidate serves as an assistant in your larger Elementary Schools before becoming Principal?

I will appreciate any additional information you can give in such matters as (1) the effect training in Physical Education or Athletics has in your choice of a candidate (2) the effect of Music or Art or other Special fields in your choice of a Candidate.

BEULAH ELEMENTARY SCHOOL

ROUTE 10 - BOX 440
RICHMOND 24, VIRGINIA

Dear Fellow-principal:

Accompanying this letter you will find a questionnaire with a two-fold purpose. It is at once a basis for a thesis for a Master's Degree and a fact-finding instrument for your DESP Committee, "Preparation for the Principalship".

Please give it your careful attention. The whole operation of answering the questionnaire and sealing it in the self-addressed envelope can be done within 10 minutes.

The information gained will be made known at some future DESP meeting.

Yours truly,

Don Ford

Don Ford, Principal
Committee Chairman
Preparation for the
Principalship

DF/e
Enclosures

QUESTIONNAIRE

Preparation for the Principalship

- 1. Do you have assigned teaching duties? yes no
- 2. Are you a supervising principal? yes no
- 3. How many teachers under your supervision? _____
- 4. How long have you been a principal? _____ years
- 5. What degree do you hold? none Bachelors Masters Doctor's
- 6. Have you taught in elementary school? yes no
- 7. How many years did you teach in elementary school? _____ years
- 8. What grade or grades did you teach in elementary school? _____
- 9. Have you taught in high school? yes no
- 10. How many years did you teach in high school? _____ years
- 11. What subject or subjects did you teach in high school? _____

- 12. Have you ever coached athletics in high school? yes no
- 13. Have you ever held a school administrative position other than a principalship?
 yes no. If so what position? _____
- 14. Have you ever held a position outside the educational field? yes no
If so what position did you last hold before being appointed principal? _____
What position before that? _____
- 15. What was your vocational objective when you were a freshman or sophomore in college?
_____ A junior? _____ A senior? _____
While doing graduate work? _____

16. If you have taken courses that fall within the following areas as preparation for the principalship, please check these listed below:

- Supervision and Administration of the Elementary School _____
- Curriculum in Elementary School _____
- Selection and Use of Materials (instructional) _____
- School and Community Relations _____
- Human Growth and Development _____

17. Do you agree that the areas listed above are most important for a person preparing himself for the elementary principalship? yes no.
 Would you add any? yes no. If "yes" what would you add? _____
 _____.
18. In your opinion, what should be the minimum educational requirement for the principalship? none Bachelor's Degree Master's Degree
 others _____.
19. Do you think the state of Virginia should establish certification standards for the elementary principalship? yes no.
20. Are you a native Virginian? yes no. If "no", how long have you lived in Virginia? _____ years.
21. Your school is located in a city or town, a metropolitan area, a semi-rural area, a rural area.
22. Did you make a formal application for your present position? yes no.
 If not for your present position, did you make application for your first principalship? yes no. If "no" to either, or both, questions, then were you simply approached by a school official and offered the position? yes no.
23. You are a man a woman?

Your name will in NO WAY be connected with this study. Thank you for your time and interest in answering this questionnaire.

Don Ford

R.D. Ford

January 6, 1958

WORK COPY*

RECOMMENDATIONS FOR QUALIFICATIONS OF ELEMENTARY PRINCIPAL PERSONNEL

A. Training

1. A person approved for a principalship in the elementary school should hold a Postgraduate Professional Certificate endorsed for teaching in the elementary grades.
2. His work at graduate level shall have included a minimum of 18 semester hours in the 5 areas listed:
 - a. Supervision and administration of the elementary school
 - b. The curriculum in the elementary school
 - c. Selection and use of instructional materials
 - d. School and community relations
 - e. Human growth and development

B. Personal Qualities

1. The candidate shall have demonstrated ability to work effectively with children and adults and to command respect and give leadership to the staff and community groups.
2. The candidate shall present evidence of good mental and physical health.

C. Experience

Candidates for elementary principalship shall have had a minimum of three years of successful classroom teaching in the public elementary school.

VITA

Robert Donald Ford, the son of Allen LeRoy and Julia Fones Ford, was born in Richmond, Virginia, on November 14, 1924, the fourth of seven children. He was educated in the Richmond Public School system, and graduated from Thomas Jefferson High School in February, 1943.

Following thirty-one months of duty with the 18th Field Artillery Battalion, U. S. Army, the author enrolled in Richmond College for the spring semester, 1946. He married Rosa Lee Dodd on April 9, 1949. Graduation from Richmond College followed in August, 1949.

He began his experience in the field of education as a teacher in Manchester High School, Chesterfield County. After two years of teaching in the high school, he was appointed principal of Beulah Elementary School, in the same county.

The author began his graduate work in the Graduate School of the University of Richmond in the summer of 1952, following his appointment to a principalship.

A son, Robert Donald, Jr., was born on January 3, 1954; a daughter, Robin Lee, on December 10, 1956; and a second daughter, Nancy Carol, on July 16, 1958. The author lives with his family in Bon Air, Virginia.

APPROVAL SHEET

The undersigned, appointed by the Chairman of the Department of Education, have examined this thesis by

Robert Donald Ford, B. A.

candidate for the degree Master of Science in Education and hereby certify their approval of its acceptance.

Dr. O. Kenneth Campbell

Dr. Francis B. Sisson

Dr. Jack H. Boger

Mr. W. Roland Galvin

Dr. Edward F. Overton, Chairman

Date: July 30, 1958